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ABSTRACT

Presented are guidelines for the use of learning centers to implement individualized instruction with elementary grade educable mentally retarded students. After an introduction, sections focus on the following topics: goals, objectives, the meaning of learning centers, operation of learning centers, classroom design, and starting the day. The largest section provides details, including scheduling and suggested materials, on the following recommended centers: individualized reading with instructor, spelling, language arts, chalkboard activities, language arts or reading workbooks, math workbooks, library, leisure time activities, games, art center, audiovisual center, handwriting, activity cards, activity books, film station, puzzles, and just for fun. Recommendations include encouraging pupils to feel independent at each center, and continuously evaluating the work of each pupil. (DB)

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FUN AND GAMES WITH

NEW CONCEPTS OF

LEARNING CENTERS

COMPLIMENTS OF

FLRS/SPRINGS ASSOCIATE CENTER
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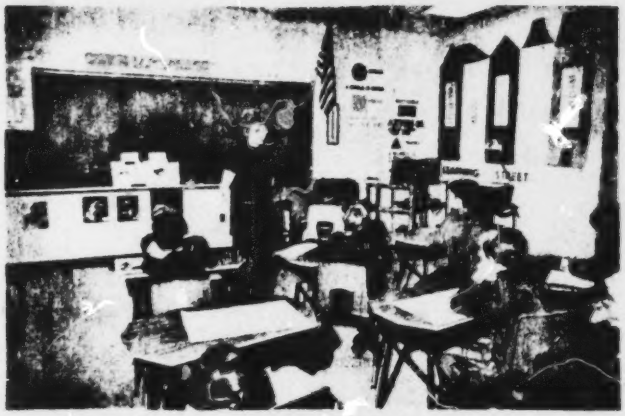
READING

RESOURCES

SPECIAL EDUCATION

ACTIVITY CARDS



ART

LIBRARY

LEARNING TO WORK

LANGUAGE ARTS

SCIENCE

HANDWRITING

FILMSTRIPS

MATHEMATICS

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LEARNING CENTERS

Learning centers have become a stimulating force in the educational realm. Many teachers express the necessity for "guidance and directions" in effectively implementing them. Without a question or doubt, individualized instruction can be improved through the use of learning centers.

Learning centers are an integral part of the instruction in most of the schools in our country. As more parents, teachers, principals, and supervisors visit schools and ask questions, the need for written guidelines for effectively using centers become evident.

GOAL

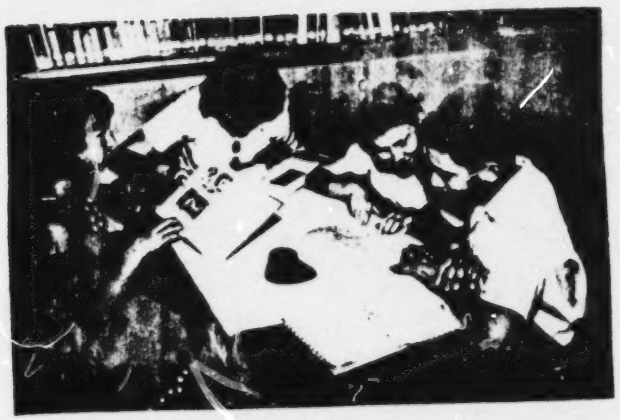
The goal of this presentation is to stimulate interest and thinking in relation to learning centers. It is a project designed basically for professionals involved in the education of Elementary Educable Mentally Retarded Students.

This project presents several of the methods successfully employed to make individual learning a challenging and interesting pursuit. It is my desire to answer the majority of questions and ever climbing curiosities that learning centers evoke for elementary special education educators.

OBJECTIVES

After utilizing the interposing materials and procedures given in this guide, the Elementary EMR Teacher will be able:

1. To build up interest in major subject areas
2. To stimulate rewarding student responses
3. To provide a good outlet for the hyperactive student because of the activities involved
4. To give a more meaningful and stimulating approach to teaching skills.



THE MEANING OF LEARNING CENTERS

Learning Centers are denoted physical areas within a classroom where one or more students go to do a specific activity (practice, learn, or create something), related to a new concept or skill reinforcement. Learning centers are an excellent source of independent work for students and are self-directing. Students enjoy working at the centers while learning necessary academic skills. Learning centers can be considered the most original and creative approach to individualized teaching.

Interest centers are often confused with learning centers. There is a difference in the two. "Interest centers" are non-academic areas where the students' imagination and interest can be challenged.

Every learning center can operate with one or more activities in a related subject area. Each individual learning center includes games, books, records, and etc., designed for independent use by students. These will vary daily; or according to time slots. The activities may be sequentially developed or directed to varing abilities in students.

The centers can be used as supplemental work or as a regular part of a students daily assignments. They are excellent reinforcement, practice of skills, and academic concepts.

Directions are charted at each station. Oral instructions are given to all pupils, prior to theirgoing into the centers. The teacher checks each center to make sure that students know what is expected of them, and if they have any questions.

Giving oral instructions to class.

The teacher assigns the students to the first centers. Afterwards students systematically rotates in a clockwise pattern. Ideally, one student should be to a station or center at a time.

OPERATION OF LEARNING CENTERS

Centers are planned according to individual needs and interests. Each student is made aware of his expectation to complete assigned tasks at center areas.

Students meet with the instructor three times: at the beginning to receive thorough instructions, during the oral reading session, and at the conclusion for self-check and evaluations.

Each student will finish his assigned task at his own optimum rate of speed. If a student begins to spend an unreasonable amount of time at any one center, his attention can be changed to another station or center.

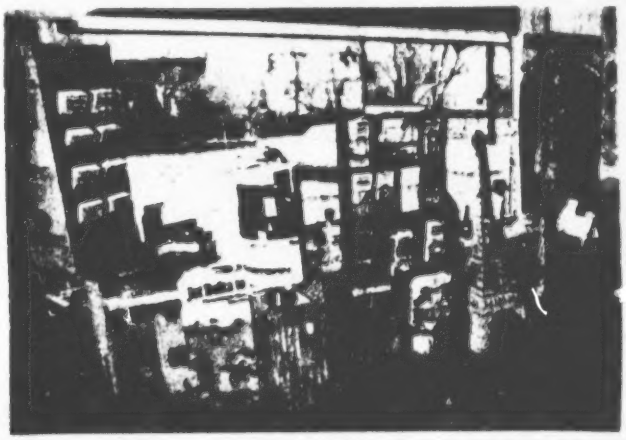
Encourage "fast" workers to carefully evaluate their work. Slow learners must never be left to feel inferior due to their reduced speed.

Students should be made to feel free to give suggestions as to their ideas for learning center activities. Weekly or daily center helpers are ideal for giving assistance to slower students. Thus reducing the number of teacher interruptions while directly working with other students.

The instructor carefully corrects all activities, and confers with all pupils: giving encouragement, making necessary recommendations, and suggesting lead ways for improvement. All work is filed daily in individual folders for future conferences with pupils, teachers, parents, and administrators.

CLASSROOM DESIGN

Learning Centers should be eye-catching and exciting. Each teacher will have to make many experiments in order to come up with an ideal and wor able learning center arrangement.



Learning centers that are colorful and creative are usually the most frequently desired by students to work.

Having centers set up for students to move from one to the next in a clockwise (or counter-clockwise) pattern is highly recommended. This helps to eliminate students' physical contact, the question of "where do I go next?", and enhances students getting rapidly started on new tasks, immediately.

Instructions are written legibly and are placed in plain view slightly above each center. Tables are more ideal for learning centers. Students need space for manipulative activities. Also, when necessary more than one student can work at a table at a time.

Free reading and similar activities will call for rugs, rockers, and etc.. This adds to the over-all appearance of the room, eliminates the number of chairs being arranged daily, and allows for students' change of pace and comfort.

All tables, desks, and etc., should face away from the general group. Thus, causing the individuals to concentrate directly on their assigned task. This idea also helps to eliminate classroom disruption and unnecessary teacher disturbances.

Furniture should never be considered permanent fixtures. Rather they should be moved in learning center areas whenever necessary. Students should be encouraged to make appropriate moves in order for productive learning.

STARTING THE DAY

Every morning of the week should begin with a motivating group activity. Afterwhich students will be more apt to cooperatively break into center activities. The time span for this Group Session would be 15 to 30 minutes. It is vital to have activities thoroughly planned and ready tc go as soon as the final bell rings to begin classes. Some suggestions are as follows:

A. Monday SHARING EVENTS

Ideal topics to discuss are: "How were your holidays", "What happened over the week-end", "What do you remember about our field trip", "What would you like to do this week", "Why I like school".

THE FIRST TALKING ALPHABET KIT

This is one of many elementary kits for beginning the day with a good learning activity. FTA kit comes in two parts: A-beginning consonant sounds, and B - vowel sounds. It contains cards, records, and duplicating masters.

B. Tuesday PEABODY LANGUAGE DEVELOPMENT KITS

There are several different leveled Peabody kits. The Teacher's Guide should in no way be followed to a "T". Alter the lessons according to the students' desires and levels of concentration. If the interest is high, why not continue for a few minutes extra? Kits include puppets, activity cards, teachers' guide book, records, and musical instruments.

For lower elementary leveled pupils ideas from Launch (SPICE Series) are good. This teacher's handbook includes Big Muscle Builders, Manual Dexterity, Creative Play, Learning Colors, Reading Readiness, Arithmetic Readiness, and Arts and Crafts.

C. Wednesday SHOW AND TELL

Students should be encouraged to bring into class any items of interests, and should be given the opportunity to share them with the class. When interest in this area falls short, assign items to bring: leaf collection, toys, favorite comic books, and daily news articles. Any item can provide an educational experience. Allow items to remain on a display table for the remainder of the day; perhaps week.

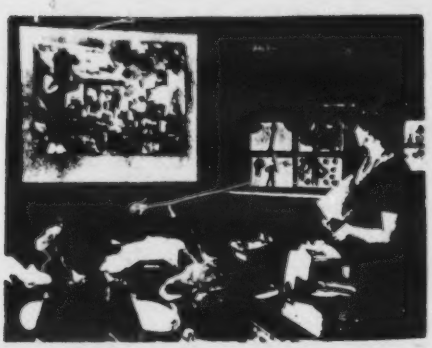
D. Thursday MUSICAL ACTIVITY

Music is one of the areas of learning that may not be included in learning centers. It can very well be incorporated as a group activity. Listening to selected records or stories, singing seasonal and holiday songs, clapping, chanting, and skipping to a melody are excellent ideas. In the lower elementary grades, this is a perfect time of the day for learning musical nursery rhymes.

For older students, a community volunteer could be invited to give brief and simple weekly musical lessons.

E. Friday FILMS, MOVIES OR FILMSTRIPS

For the proper selection of films to view, be sure to take into consideration the interest level of the class. The school Librarian and County Media Center Specialist can function as a tremendous aide in helping to select films. Students should also be given the opportunity to give suggestions.



The Sound Filmstrip —
A Key To Learning *Full Color*

SUGGESTED CENTERS

The suggested centers listed in this project is a sample guide for any elementary special education teacher to use for the development of learning centers. Start with a few centers and work for their efficiency. When this has been mastered, incorporate a few more. A suggested stopping point is when there are enough learning centers for one student at a time.

CENTER 1 INDIVIDUALIZED READING WITH INSTRUCTOR

State adopted series to consider are:

a. Merrill Linguistic Readers: Charles Merrill Pub. Co., 1966.
b. Chandler Reading Program: Noble & Noble Pub. Inc., 1970.
c. Distar Instructional System (kits): Science Research Associates Inc., 1969.
d. Holt Basic Reading Systems: Holt, Rinehart & Winston, 1973.

A. Monday - Group students that are using the same Readers.

B. Tuesday thru Thursday - Students read individually.

C. Friday - Students read a story to the class. All students encouraged to participate.

Activities from RESCUE (Spice Series) provide excellent seatwork activities. Teachers can produce their own dittos.

CENTER 2 SPELLING

State adopted Spellers to consider are:

a. Patterns in Spelling & Writing Series: Follett Educational, 1969.
b. The Reading Road to Spelling Series: Harper & Row, 1970.
c. Spell/Write Series: Noble & Noble, 1971.

A. Monday - Students will correctly spell and write week's spelling words in individualized booklets. These spelling booklets are made by instructor, far in advance. Make inexpensively from construction paper, writing paper and staples. Laminate the covers for the protection. Each pupil's name is placed on his booklet. Words may be copied from the chalkboard, a large chart (on the wall), or a sheet of paper.

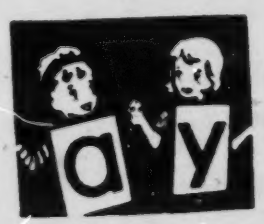
B. Tuesday - Record spelling words' page number from dictionary. This activity provides an excellent opportunity to acquaint pupils to the dictionary. Stress proper dictionary skills. Numeration is also an important subject that is touched upon in this area. Alphabetizing is another.

State adopted Dictionaries to consider are:

a. New Elementary Dictionary: American Book Webster
b. The Harcourt Brace School Dictionary: Harcourt Brace Jovanovich Platt.
c. Random House Dictionary of the English Language: Random House/Singer
d. Thorndike-Barnhart Beginning Dictionary: Scott, Foreman Thorndike-Barnhart.

C. Wednesday - Write Spelling Words' definition.

Dictionaries should be provided on the readability level of the students. Otherwise definitions will be meaningless. Emphasis correct copying. Students should not be expected to know all of the words in the definitions. One completely written definition is sufficient per word.



D. Thursday - Use spelling words in sentences; draw and make color illustrations of spelling words.

For students that are not ready for complete sentence writing, accept a few idea words, phonetically spelled and colored picture words. Higher leveled pupils are expected to completely compose sentences using spelling words.

E. Friday - Use spelling game.

These can be Commercial or Teacher-made. Some commercial spelling games are:

1. Sort-A-Card Game
   A reading readiness item with directions for serveral fascinating matching and memory games. Divided card tray, 72 picture cards, 36 word cards, 16 card-matching strips. For 1 to 8 players. $2.50.

2. Memory Game
   A wonderfully entertaining spelling game that tests and improves memory skills. Players use their memory to locate and collect matching pairs of cards. Contains: 54 matching pairs of cards and plastic tray. For higher leveled special education students (elementary level). $3.50.

3. Pairs - Word Game
   An ideal way to develop a child's spelling memory and ability to concentrate. Contains three sets of cards; matching picture to picture, word to picture; and word to rhyming words. Grades 2-4. $1.35

4. A B C Game
   Teaches letters, word and picture recognition. Interesting game action of matching, similar to "Old Maid", stimulates learning letters, sounds and primary vocabulary. Object is to find the mate for every card in each's player's hand until all players except one, holding "Mr. ABC", are left with no cards. $1.10.

5. I.I.A. Dictionary Cards
These cards are designed to teach the specific sounds of the 44 symbols. The learning side of each card shows the symbol design, the illustration and the printed word. The backs of the cards show the design only for testing purposes. These cards should give the beginning reader a head start in his future spelling program.

6. Alphabet Bingo
A game to acquaint children with letters. Each player card square contains an upper case letter and its lower case partner. Contains material for 36 players.

$3.95

7. Alphabet Picture Flash Cards
This set illustrates the sounds of every letter of the alphabet and 12 diagraphs. May be used with any method of teaching spelling. This popular visual aid gives the teacher or parent effective help in a successful spelling program.

8. Picture Cards
Pictures for Peg board classification - Opposites, Rhyming Pictures for board, Blends and diagraphs, pictures for peg boards, Consonant pictures for peg board, and Vowel pictures for peg board.

9. Goal: Language Development
Program of 337 Game Oriented Activities for Learning Language Skills.
Auditory and Visual Reception
Auditory and Visual Association
Verbal and Manual Expression
Auditory and Visual Memory
Grammatic Auditory and Visual Closure
Goal: Language Development is a program of model lessons for children on a low academic level. Each lesson plan includes a learning objective, a list of required materials, a detailed procedure for teaching the lesson and a criterion activity to test for desired results. Milton Bradley $100.00

10. Treasure Spell
A basic vocabulary game for beginning readers. Each child receives one to three word cards and takes a turn drawing letters from Treasure Bag. If the letter fits his card he places it in position, otherwise he returns it to Treasure Bag and the next player takes a turn. They may use either side of the card - the side with letters (self-correcting) or the side with blank spaces - depending on their ability. Set includes: Treasure Bag, word cards and over 100 lower case letters with more vowels and frequent letters. $3.95

* Some Teacher-Made Games are:

1. Learning to Spell Days of the Week
Cassette Tape: Approximately 20 minutes.
The student should practice with the tape each day until he has mastered spelling the days of the week. The tape gives auditory clues as well as practice in writing the days of the week. Supplies needed: Magic Markers - 3 colors, tracing paper, tape, chart.

2. Letter Games
Area: Visual Sequential Memory Sight Vocabulary, Left-to-right Tracking, Letter Recognition.

Materials: 100 or more 2" by 4" cards, Four 1" cards of each of the 26 alphabet letters. Two boxes, one 4" x 8" strip of cardboard, five blunt end hooks, a hole punch, a felt pen.

Procedure: The teacher takes a word card from the box and rests it against the 4" x 8" cardboard over the hooks. The child then spells the word using letters from the other box, hanging the 1" letter cards from the hooks until the word is spelled correctly. A teacher dealing with a more advanced learner may show the word and them remove it, thereby having the child utilize his visual memory in order to spell the word correctly.

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* Can be borrowed from FLRS/SPRINGS.

LANGUAGE ARTS

CENTER 3

A. Monday - Worksheets

The McCormick Kit is highly recommended for language arts worksheets. Teacher-made (laminated) worksheets are also ideal. Review duplicated sheets from the Spice Series, or any duplicating books on the students' level are also well received by elementary students. Use students' best papers on a bullentin board, or on the walls.

B. Tuesday - Color Sheets.

These should be related to reading, language arts or literature characters, if possible. Coloring can become boring for higher-leveled pupils. Provide these pupils with inexpensive Phonic sheets, obtained from Commercial workbooks.

C. Wednesday - Crossword Puzzles, anagrams, dot-to-dot, etc..

These can be purchased very inexpensively by the book/s. Lamination again is highly recommended for repeated usage. Refer to Teachers' Magazines for ideal and useful ideas.

D. Thursday - Review from the First Talking Alphabet Kit.

Two (2) duplicated sheets are prepared in advance and is given as a review from Monday's Group Session. If student misses over half of the beginning sounds, he is to re-listen to the recording.

E. Friday - Language Arts Game

Both Commercial and teacher-made language arts games are used in this center. Consult the Librarian, and check out high interest, low-level games. Be sure to change games weekly. Repeat a highly appreciated game the next month.

Basic neccessities to this center are paper, crayons, and pencils to accompany games.

CENTER 4 CHALKBOARD ACTIVITIES

Most exceptional children have difficulties in copying from the chalkboard. Practice procedures efficiency. Thus, daily chalkboard lessons are recommended. Some activities may include, activities from the well-known SPICE book, daily news (elementary students can often help in this area) current events (for intermediate students), Math problems (from a future test or practice sheet. Sullivan provides Master tests problems that are excellent to use.), Science or helath lessons can be considered.

CENTER 5 LANGUAGE ARTS OR READING WORKBOOKS

These are highly individualized. Students may work from nursery rhyme (pre-primer), to highly phonic books.

Reading workbooks can be economically made by classroom teachers duplicating and binding dittos. If working from a high budget, purchase the workbooks to accompany the state adopted textbooks that are being used.

This is one center where students must receive clear-directions and do exceptionally well before moving to the next leveled workbook. Otherwise, he will receive another book, but on the same level of the completed one.

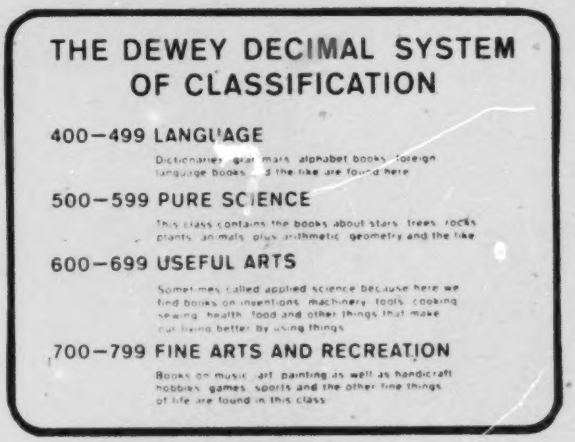
CENTER 6 MATH WORKBOOKS

Students work in individual workbooks on their level. Here is a good time for fundamental practice, rather than too many worded problems. These can also be teacher constructed.

Basic supplies for this center are: pencils, paper (good and scrap), hundreds' chart and multiplication facts chart.

CENTER 7 LIBRARY

This center is feasible only if your school has an open-library schedule. Librarians are cooperative, and usually are willing to work EMR students into their total program. Students should be reminded to return after a 15 minute interval.



CENTER 8 FREE READING

All books on the pupils' reading level are collected and stored at this center. Often students will check out books from the Library and bring books from home to share in this center. This should be encouraged. Non-adopted state textbooks can be placed in this area, also.

CENTER 9 LEISURE TIME ACTIVITIES

This is the "time-out" period of the day. Students are isolated, (to an extent), and may quietly do anything from resting to constructing a toy truck. Students should remain in classroom and should be periodically checked by the teacher. Activities may include games and books from the Library and home. Bring in a radio for students to acquire an appreciation for listening.

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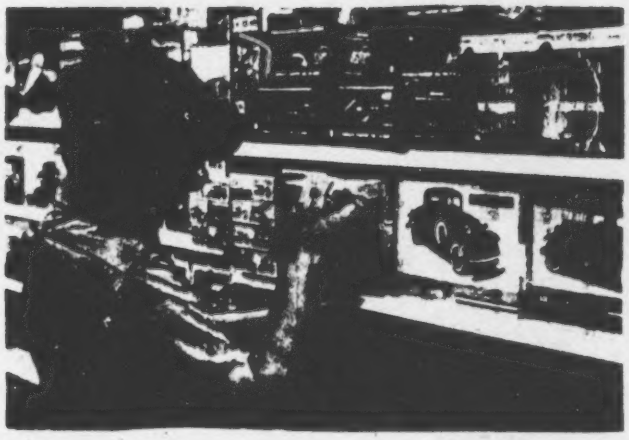
CENTER 10 GAMES



Selective games should be provided for students to use with complete freedom. As at any center these should be randomly changed at intervals. Five to eight games are sufficient for selections. Students' personal games, teacher-made, and library games should be considered and used.

Each classroom should feature an open game shelf. Games should at all times be in plain view for the students. They should not be hidden away for a rainy day.

CENTER 11 ART CENTER

A. Monday - Drawing

Provide different sizes, shapes and colors of paper. If your budget will allow, don't use it sparingly in this case. Allow students to become as artistic as possible. A lot of praise and approval will be needed at this center.

B. Tuesday - Cut and mount pictures from magazines.

Catalogorizing is used with this activity. Suggest different groups of pictures to be cut out and mounted each week. For example: seasonal scenes, play things, things I like to eat, places I like to go.

C. Wednesday - Coloring.

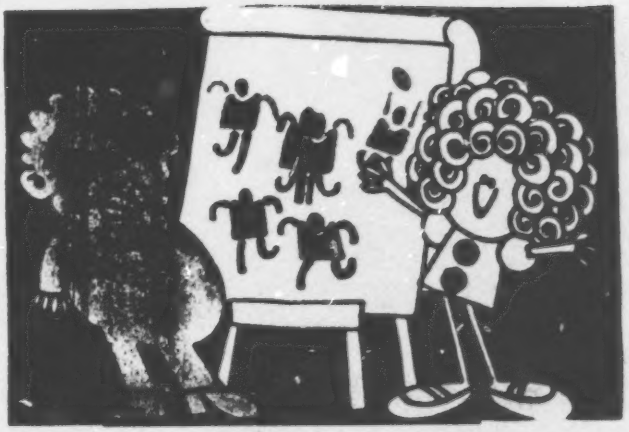
Students should be provided a selection of free coloring books to choose from. Only 1, of course. Duplicated color sheets can also be binded to compile a book.

When books are not available, holiday pictures, stenciled drawings, etc., will serve just as well. A large can or box containing hundreds of crayons and colored pencils should be kept at this center.

D. Thursday - Fingerpainting.

Prior to the first fingerpainting activity, art aprons should be made. Students can bring these from home; teachers and students can construct them in a joint project. They can be of cloth or paper (cloth is more durable). Requirements for this Center are: at least

four choices of finger paint, finger paint paper, water, aprons, and paper towels.



E. Friday - Students' Choice.

As a reward day, students are able to select their art project for this day. Usually, fingerpainting is not encouraged, considering a previous day of it. Students will gather and return necessary items for this project. Vital to this center is drawing paper, magazines, scissors, paste, art paper, and color sheets.

An Art Center is often not implemented in Special Education Classes. Success and accomplishments will result, with high student enthusiasm if students are allowed to feel free and productive. Each teacher must develop their own techniques for this objective. Lessons on cleaning up, neatness, etc., should be given, but not over-stressed. Never feel too alarmed with a slight accident. They are just another way of learning.

CENTER 12 AUDIOVISUAL CENTER

A. Monday - Records and Story Books.

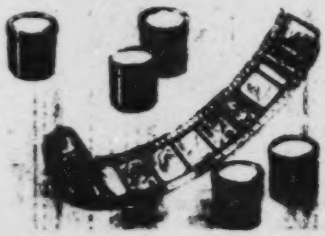
Walt Disney has a swell collection for this type of activity. A record player and ear phones are vital.

B. Tuesday - Tapes and Story Books.

Teachers can tape a favorite story book, or reader for students to listen to. An excellent idea is for students to tape their own voices; reading, reciting, or role-playing.

Vital to this center is a tape recorder, ear phones, story books, and tapes.

C. Wednesday - Records and Filmstrips.



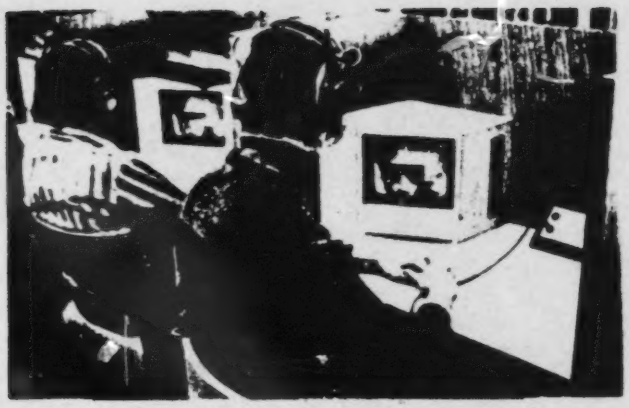
Selective interest filmstrips and records are provided. A Graflex Study-mate is ideal for viewing purposes. A second record player may be the teacher's personal one (if an additional one is required).

D. Thursday - Library Listening

With the Media Specialist's permission, have a special center sat up in the Library for the Special Education students to go and freely select any listening activity/ties. If full cooperation can not be acquired from the Librarian, an alternate activity is to have students set up an actual classroom Library to utilize at this time. Vital are blank tapes, a tape recorder, and readers. Don't forget books!

E. Friday - Students bring in records; Free choice.

On Friday, the reward day, students are encouraged to bring their favorite record/s from home. Although teachers should always have some on hand, for enjoy-



USING TODAY'S LIBRARY

able listening pleasure, as well.

Vital to this Center is a record player, earphones, cassette player/recorder, studymate, tapes and books (low-level), records and filmstrips.

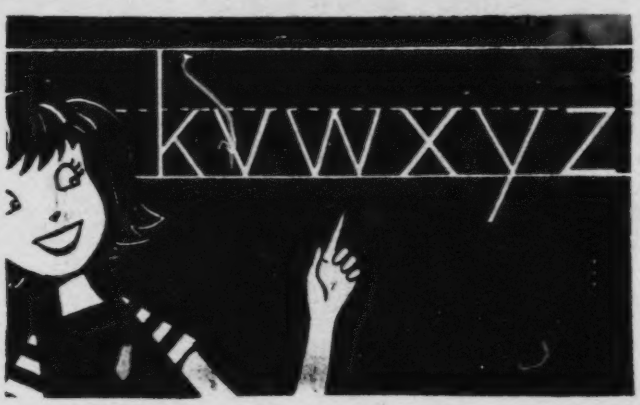
CENTER 13 HANDWRITING

A. Monday - Practice Alphabet Cards.

Each set contains re-usable cards. Write with crayons or grease pencil, then simply wipe cards clean with a cloth or tissue. Use them again and again. Approximate price is $3.50.

The two sets of manuscript cards should be provided for these students: Upper Case letters, first. Likewise cursive letters are given to advanced students. Students that can not write may trace letters in a table sand (or salt) box, manipulate puzzle shapes and

forms, rubber parquetry, touch and trace beaded alphabet, etc..



B. Tuesday - Practice Worksheets.

Ditto specific letters, forms, etc., for individual students. Observe daily and accurately evaluate to note what students need additional practice with certain lines, strokes, and curves. One to several sheets are provided, depending on the student's ability and level of concentration.

C. Wednesday - Copy and practice writing from Writing Books.

A state adopted writing book should be geared to the individual student's handwriting need. A class of twelve students, may have twelve different handwriting tasks to proform (a different one for each student).

State Adopted Writing Books to consider are:

a. I Learn to Write Series (Consumable), Bobbs-Merrill Co., Inc., 1968.
b. We Learn and Write Series (Consumable), A.N. Palmer Co., 1972.
C. Writing Our Language Series (Consumable), Scott Foresman and Company, 1969

d. Expressional Growth through Handwriting Series, Zaner-Bloser Co., 1969.

D. Thursday - Handwriting Booklets.

These booklets are teacher-made from ditto sheets or free handwriting, and binded. Again consideration is given to the level of each pupil. Laminate the covers for durability.

E. Friday - Creative Writing; copying favorite story, practice alphabet, typing.

Any of the above activities are favorites for a Friday. Teachers can produce writing games, and creative writing cards for following directions. Non-state adopted reading and writing books can be utilized in this area. If a typewriter is available, allow students to practice typing letters, words, and sentences. This activity encourages correct spelling and correct letter formation.

CENTER 14 ACTIVITY CARDS

Economically, these cards can be prepared by the teacher. They should be reusuable. A recommended size is 5½" x 8". Create as easy and useful task cards or reproduce as work sheets. The activity cards emphasis reinforcement of specific skills. Cards can be developed in the following areas: Reading (comprehension), Creative Writing, Vocabulary, All About Me (very elementary), The Alphabet, Phonics, Language, Spelling, Dictionary, Math, Science, and there's just no end.....

CENTER 15 ACTIVITY BOOKS

Activity books place emphasis on reinforcement of specific skills. A suggested format is large 8½" x 11" - make worksheets, large task cards or visuals. Suggested areas are Reading, Numbers, and any fun learning idea.

CENTER 16 FILM STATION

A collection of films are available for students to view. Filmstrips may be checked out from the local school library and county media center. If the budget permits, purchase high-interest level films for future classroom usage. Word-printed films are very good for encouraging reading. Teacher-made filmstrips are highly recommended. This method allows teachers to produce ideas that are more relative to students.

CENTER 17 PUZZLES

A collection of puzzles (hardwood and form) are ideal for elementary special education students. Purchase an adequate supply. Teachers can copy and construct their own puzzles. An old idea, but always refreshing.

Creative writing is a rewarding activity for some students.

CENTER 18 JUST FOR FUN

As a beginning, middle, or ending center, this is a swell area. Provide fun games, lesson sheets from duplicating books, toys, library materials, and any activities the students will enjoy. Again, consult a Teacher's Magazines for wholesome suggestions.

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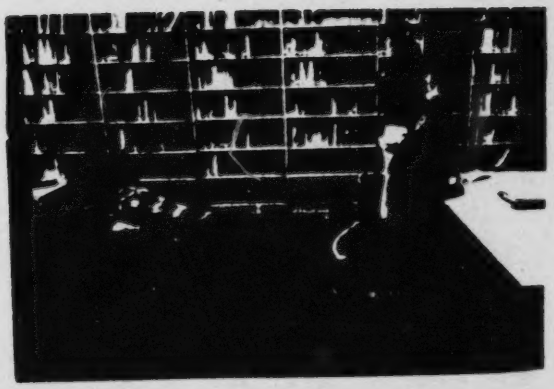

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CONCLUSIONS AND RECOMMENDATIONS

Learning stations are devices and games to reinforce the most commonly taught skills. Students who experience difficulty in these skills need highly stimulating, exciting, and imaginative opportunities to obtain mastery. Learning stations provide gaming activities with immediate rewards instead of monotonous practice with traditional workbooks and worksheets.

Teachers assign students to learning stations for reinforcement and practice of skills to develop mastery. The stations are organized in the classroom on bullentin boards, activity tables, extra desks, a quiet corner, or existing counter space. The work at each stationis done independently by the students, and checked by the instructor.

1. Implementing learning centers requires considerable adjustment by the classroom teacher and the modification of her relationship with her students. The accomplishment of any learning center will depend on professionism and proper adjustments in an effort to minimize problems.
2. Encourage pupils to feel independent in each center. Minimize unnecessary interruptions.
3. Evaluate the work of each pupil from all evaluative centers. Keep papers on file in individual folders. After each reporting and conference period (6-9 weeks) folders should be cleared and work sent home.

4. Scheduled conferences with students for their learning center ideas and suggestions are vital.